

Unit Title: English **Grade Level(s):** 9-10

Subject/Topic Area(s): Romeo and Juliet

Key Words: Romeo and Juliet, Shakespeare, literature, drama, themes.

Designed By: Alison Hutchins **Time Frame:** _____

School District: RSU#9 **School:** _____

Brief Summary of Unit (including curricular context and unit goals):

Shakespeare's Romeo and Juliet probably his most well known work, and for good reason. It taps into really poignant parts of the human experience: love versus hate, friendship versus rivalry, and uses them to tell a tragic tale. Students will learn about these thematic aspects, as well as the important characterization that takes place in the play, and the historical context of the piece. They will be able to do this to the extent of critically comparing them with modern adaptations of the classic play. They will also learn how to identify the use of several literary devices during the course of the piece. All of this knowledge will culminate in their ability to take a scene from Romeo and Juliet and translate it's language and meaning to a modern audience.

Unit design status: _____ *completed Template pages - Stage 1, 2, and 3*

_____ *completed Blueprint for each performance task* _____ *completed rubric(s)*

_____ *directions to students & teachers* _____ *materials & resources listed*

_____ *suggested accommodations* _____ *suggested extensions*

Status: _____ *initial draft (date - _____)* _____ *revised draft (date - _____)*

_____ *peer reviewed* _____ *content reviewed* _____ *field tested* _____ *validated* _____ *anchored*

Stage 1: Identify Desired Results.

Established Goals:

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standards: #4 Determine the meaning of works and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

G

What understandings are desired?

Students will understand that:

- Literature from even the Elizabethan age, such as William Shakespeare's *Romeo and Juliet*, has themes that are relevant and relatable to life today, and understand character development as a result of these themes.
- The meaning, tone, and setting of the story are effected by word and phrasing choices, and are very purposeful by the author.
- Language choices reflect and bring to life a sense of setting and a historical reference to the piece.

U

What essential questions will be considered?

- How are the themes in *Romeo and Juliet* relatable to the modern world?
- How are Shakespeare's word and phrasing choices effecting the overall tone of the story.
- Why are the setting and tone relevant to the overall meaning of the story?

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

- Key factual information: Historical setting, Elizabethan social structures, historical context (what was happening in the world/region/Shakespeare's life at the time this was written?)
- Critical details: specific language choices, use of iambic pentameter, the use of artistic license for some of Shakespeare's wording.
- Timelines, events, vocabulary, and people: Themes, characters, character choices, timeline of events leading to the story's climax, the nature of a story.

K

Students will be able to:

- Reflect on the similarities between the themes in *Romeo and Juliet* and more modern works. (*West Side Story*, *The Lion King 2*, *High School Musical*, *Titanic*).
- Assume the role of a character and discuss what they could have done to prevent the story's outcome.
- Contrast the setting and structure of society to the modern world.
- Exhibit an understanding of the historical context of the piece.
- Make meaning of these figurative meanings in the context of the story.

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Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

T

Goal: Create a sample script and scene of a modernization of Romeo and Juliet.

Role: You are a group of young screenwriters, hoping to get your big break.

Audience: A board of movie producers looking for a modernization of Shakespeare's Romeo and Juliet.

Situation: You are trying to get your modernization of Romeo and Juliet made into a feature length film.

Product/Presentation: A taped sample of your script.

Standards (Criteria from both rubrics - product and presentation): Enthusiasm (25%), Preparedness (15%), Content (20%), Collaboration with peers (15%), Speaks clearly (10%), Listens to others presentations (15%).



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

- *Comic Life: Students will use this technology to illustrate specific bits of challenging language.*
- *iTunes: Students will compile playlists focused on expressing the meaning of different scenes in Romeo and Juliet.*
- *Google Docs: Create group newspaper to discuss the events and customs of the time period.*
- *Glogster: Use media from today and the Elizabethan period to contrast them.*
- *Blog: Blog as an assigned character throughout the unit.*
- *Fakebook: Create "fakebook" accounts for various characters.*

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Student Self-Assessment and Reflection:

- *Quick write to flesh out what they understand about the character relationships in Romeo and Juliet.*
- *Handprints to express what they learned about the historical context of Romeo and Juliet that day.*
- *Exit tickets before leaving the room asking them something that they have learned today, and any questions that they still have.*
- *"Every pupil response" activity, where they will be given two colored index cards, each color corresponding with yes or no answer; and they will respond to my questions regarding the covered material this way.*
- *"Circle, triangle, square" tactic to show me where they are in their understanding of the relation of the social structures and*

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Assessment Task Blueprint

G

What understandings/goals will be assessed through this task?

• Literature from even the Elizabethan age, such as William Shakespeare's *Romeo and Juliet*, has themes that are relevant and relatable to life today, and understand character development as a result of these themes.

Common Core Standards
Content Area: English
Grade Level: Grade 9-10
Domain: Reading - Literature
Cluster: Key Ideas and details

Standards: #4 Determine the meaning of works and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

• Themes are found in literature, and they explain the central idea and meanings of the story.

• These themes are not confined to strictly the time period of the piece, and can be found in today's world.

Through what authentic performance task will students demonstrate understanding?

Task Description:

T

You are a group of young screenwriters looking for your big break. You have just heard about an amazing opportunity to get one of your scripts produced! All you have to do is take a scene (which I will assign to you) from Shakespeare's *Romeo and Juliet* and translate both the words and the social contexts to appeal to a "hip young" audience! You can use whatever genre you'd like (drama, comedy, horror, musical, etc) as long as it is appropriate (come talk to me if you have any doubt about whether your idea is appropriate.) Once the scene is filmed, and the script has been turned in, you will show your sample to a board of movie producers. Have fun, and good luck!

What student products/performance will provide evidence of desired understandings?

iMovie

A movie screening for the movie producers.

By what criteria will student products/performance be evaluated?

Product:

Point of View: Awareness of Audience- 20%
Images- 20%
Translation- 20%

Presentation:

Enthusiasm- 25%
Preparedness- 15%
Personality- 20%

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

(W)1.1 Students will understand that literature from even the Elizabethan age, such as William Shakespeare's Romeo and Juliet, has themes that are relevant and relatable to life today (Where). Understanding the characters and their relationships will help them understand the rest of the . (Why). Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. (What)

(H) 1.2: Question: What is a rivalry? What are some of the famous rivalries that you can think of?

(E)1.3 Students will know the names of all of the important characters (Romeo, Juliet, Lady and Lord Capulet, Lady and Lord Montague, Mercutio, Nurse, Tybalt, Benvolio, the Prince, Friar Lawrence, Rosaline, etc), they will have a base understanding of characterization, character traits, and their possible effect on the story. (Equip) I am giving students the "idea rake" as a way to sort out the characters by family and alliance. The cooperative learning piece is a three minute review, where the class will be given occasional three minute interviews to discuss what their ideas and knowledge is of the relationships in the piece. (Explore) The students will be able to write empathetically about a chosen character's experience throughout the piece, they will use blogger to do this, updating after each reading. (Experience)

(R) 1.4 Students will be given a quick write to flesh out what they understand about the character relationships in Romeo and Juliet. (Rethink) Students will be given a checklist to self assess their character blogs, students will be paired into editing buddies to peer assess their blogs, also using the checklist. (Revise/Refine) I will use the same checklist to assess their blogs, giving them specific notes on how to improve. (Revise/Refine)

(E)1.5 Formative Assessment. Pre-assessment: Students will be given a short quiz at the beginning of the class listing literary devices and asking student's to write a quick summary of what they know about Romeo and Juliet. They will be assured that it will not be graded. (Checking for understanding): Quick writes will be used at the end of the lesson for students to tell me what they learned, and if there is anything I can clarify for them. (Timely feedback): Self, and teacher. (Evaluate)

(T) 1.6 (Tailor)

(Verbal): Students will explain their problems and concerns to the opposing family, after already discussing it with their own family.

(Visual): The graphic organizer will help them visually map out the characters and where their alliances lie.

(Kinesthetic): Students will be separated into Montagues and Capulets, characterized by an article of clothing given of one of two colors. The students will discuss as a family why they hate the other (there is no reason in the story) and how they are going to react if Romeo and Juliet marry.

(Musical): Italian renaissance music will be played during the "family conference" the tone of the music will decide the tone of their conversation. If the music is has a victorious, for example, they will be particularly triumphant about their stance, if it is sad, they will be worrying about the fates of their children.

(Logical): Students will be developing logical reasons to explain the unexplained rivalry between the Montagues and the Capulets.

(Interpersonal): The family conferences will allow the interpersonal students to bounce thoughts off of other students and discuss their ideas.

(Intrapersonal): Graphic organizers will be done individually, and give these students time to think about why these families would despise each other so much.

(Naturalist): Require that the students include some aspect of a land feud, as this would have been a common dispute during the time

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

(W)2.1 Students will understand that the themes and historical content enter twine and effect the story. **(Where)**. It is important to learn to deduce meaning from abstract texts, as it helps develop your deductive skills outside of the classroom. **(Why) Standard #2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(What)**.

(H) 2.2: Watch a scene from a classic adaptation of *Romeo and Juliet*, and one from the Baz Luhrman remake.

(E) 2.3 Students will know what the world was like when these characters would have lived. They will also understand the connections to his own world (about two centuries later) that Shakespeare uses in the piece. **(Equip)** The graphic organizer I chose for this lesson was the KWL chart, because I assume that students will come into the lesson knowing some things about these time periods, that they will have questions about them, and I want to know what will be gain in learning after the lesson. The cooperative learning I chose was a gallery walk groups will be given an important fact or event in this time period to explore, creating a poster that can be viewed during the gallery walk. The students will teach each other about their topic. **(Explore)** Students will apply both their knowledge of the piece, and that of the time period to create a newspaper front page on google docs.

(R)2.4 Students will be asked to trace their hands and write in each finger something they learned about the historical context of *Romeo and Juliet* that day. **(Rethink)** Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. **(Revise/Refine)** I will consider their personal grading, and use the same rubric to score them. **(Revise/Refine)**

(E) 2.5 Handprint **(Checking for understanding)** self, teacher **(Timely feedback)**.

(T)2.6 (Tailor)

(Verbal): The topic posters will allow students to write out and explain their information verbally to other groups.

(Visual): Visual learners will benefit from the KWL organizer, which will allow them to clearly draw out their knowledge of the historical context of *Romeo and Juliet*, what they want to learn, and how much knowledge they have gain afterward.

(Kinesthetic): The students will be able to walk around the room, viewing the information that the other students have compiled about the Elizabethan era, moving and interacting with the information.

(Musical): Students will choose a musical piece from the era to play while their spokesperson explains their poster to the gallery walkers.

(Logical):

(Interpersonal): The gallery walk and gathering information for their piece of the era will involve a lot of interaction between peers.

(Intrapersonal): Students will be given a period of five minutes to research their topic silently while sitting with their group before discussing it with each other.

(Naturalist):

(O) 2.7 Students will exhibit an understanding of the historical context of *Romeo and Juliet*. **(Apply) (Organize) Product:** Google docs. **Number of days: 1**

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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(W) 3.1 Students will understand that the use of literary devices are integral to the meaning of the story. (Why) Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (What)

(H) 3.2: Song sharing the themes of Romeo and Juliet.

(E) 3.3 Students will know the meaning of different literary devices, and explore how they're in use in Romeo and Juliet.

(Equip) Five W's Chart

(R) 3.4 Students will be given exit tickets before leaving the room asking them something that they have learned today, and any questions that they still have. (Rethink) Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. (Revise/Refine) I will consider their personal grading, and use the same rubric to score them. (Revise/Refine)

(E)3.5 Exit ticket (Checking for understanding) self, teacher (Timely feedback).

(T)3.6 (Tailor)

(Verbal): The entire lesson is about literary devices and close reading, the verbal student would be very comfortable with these things.

(Visual): Students will be using their knowledge of themes and other literary devices to create a comic

(Kinesthetic):

(Musical): The lesson will involve looking at a song with similar themes to Romeo and Juliet and decipher it as you would a Shakespearian sonnet in the play.

(Logical):

(Interpersonal): The students will be broken into small group and each given an important literary device at work in Romeo and Juliet, they will then report their finding back to the class.

(Intrapersonal): After listening to the song, the students will be given some quiet time to write down their thoughts about it, how they would connect it to Romeo and Juliet, and what literary devices they already know in it.

(Naturalist): When discussing setting, naturalist students will be able to look into the environment of Verona at the point in history that the story took place.

(O) 3.7 Students will make meaning of literary devices and figurative language in the context of the story. (Interpret) (Organize) Product: Comic Life. Number of days: 2

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

(W)4.1 Students will illustrate their understanding of characterization in relation to Romeo and Juliet. **(Where)**. Understanding characters and their motivations give students a much richer understanding of the story. **(Why)** **Standard #3:** Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. **(What)**

(H) 4.2 Song played related to the Romeo and Juliet's relationship.

(E) 4.3 Students will know the elements of characterization, and how they can be implemented to more deeply understand the characters in Romeo and Juliet. **(Equip)** Think-pair-share

(R)4.4 Students will be taking part in an "every pupil response" activity, where they will be given two colored index cards, each color corresponding with yes or no answer, and they will respond to my questions regarding the covered material this way. **(Rethink)** Students will be given a checklist to self assess their character playlists, students will be paired into buddies to peer assess their playlist, also using the checklist. **(Revise/Refine)** I will use the same checklist to assess their playlists, giving them specific notes on how to improve. **(Revise/Refine)**.

(E)4.5 Every pupil response **(Checking for understanding)** self, teacher **(Timely feedback)**.

(T)4.6 **(Tailor)**

(Verbal): Class discussion about the student generated word (trait) clouds for different characters would allow the verbally-inclined to talk through the ideas in question.

(Visual): The word webs would be used to describe the traits of different important characters, visual student would benefit to seeing the traits mapped out that way.

(Kinesthetic):

(Musical): The assignment related to the lesson requires students to take what they know about the characters and make them personal music playlists, musically inclined students would fair very well here.

(Logical): Student's will be breaking down the characters' personalities and placing them into a graphic organizer, this will help logical students understand the methodology behind the actions of that character.

(Interpersonal): The class discussion will allow students to ask questions of each other and myself, and further explore the questions this way.

(Intrapersonal): The student's will complete a number of word webs on their own before talking about them with the class.

(Naturalist):

(O) 4.7 Students will be able to express an understanding of the characterization in Romeo and Juliet. **(Explain)** **(Organize)** **Product:** itunes playlist/cd. **Number of days:** 2.

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

(W)5.1 Students will contrast the settings and social structures of the time in which the play takes place in order to have a deeper meaning of theme. (Why) Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. &Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. (What)

(H) 5.2 Question: What would your lives be like if we lived in 1303? (When the story takes place. It was written in 1595).

(E) 5.3 Students will know how to use the setting of the play and the social structures of the time to more deeply understand both the characters and the themes. (Equip) Circle, triangle, square.

(R) 5.4 Students will use the "circle, triangle, square" tactic to show me where they are in their understanding of the relation of the social structures and setting, with the themes and character development. (Rethink) Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. (Revise/Refine) I will consider their personal grading, and use the same rubric to score them. (Revise/Refine)

(E) 5.5 Circle, Triangle, Square.

(T)5.6 (Tailor)

(Verbal): The assignment related to this lesson requires a group of students to generate a Glogster poster that compares and contrasts our time and that of the play, the poster will require concise and significant text.

(Visual): The visual learner would be drawn to the very visual aspect of the assignment, there will be a great deal of images involved in comparing the two eras.

(Kinesthetic): Students will be given a short lesson on the dance customs that Romeo and Juliet would have been accustomed to.

(Musical): Students will be required to compare a musical piece from each era.

(Logical): The graphic organizer will help the logical student map out their thoughts before putting it into one piece.

(Interpersonal): The group work will allow the interpersonal students to talk with their peers about their ideas.

(Intrapersonal): The graphic organizer will allow the students to think through their comparisons before sharing their ideas with their group.

(Naturalist):

(O)5.7 Students will be able to contrast the setting and structure of society to the modern world. (Perspective) (Product): Glogster. (Number of days): 2

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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(W)**6.1 Students will understand that literature from even the Elizabethan age, such as William Shakespeare's Romeo and Juliet, has themes that are relevant and relatable to life today, and understand character development as a result of these themes. **(Where)** Understanding themes, searching for them in the literature, gives students ways to think critically and in depth about every facet of their academic and personal lives. **(Why)** **Standard #2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. & **Standard #3:** Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. **(What)

***(H)** 6.2: Scene from West Side Story.*

***(E)** 6.3 Students will know how to look critically at modern works and pick out the thematic and character similarities between them, as well as the significant differences. **(Equip):** Pop it.*

(R)** 6.4 Pop it will be used to assure that each student is comfortable picking out these similarities and differences. **(Re-think)** Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. **(Revise/Refine)** I will consider their personal grading, and use the same rubric to score them. **(Revise/Refine)

(E)**6.5 Pop it. **(Checking for understanding):** Quick Writes. **(Timely feedback):** Self, and teacher. **(Evaluate)

(T)**6.6 **(Tailor)

***(Verbal):** Students will be able to discuss the clip shown to the class.*

***(Visual):** The visual component of the movies will definitely attract the visual learner.*

(Kinesthetic):

***(Musical):** Almost every movie I have chosen is a musical, and I would be sure that my musical learners were working in that group.*

(Logical):

***(Interpersonal):** The group work will allow interpersonal learners to share ideas and collaborate before sharing their findings on their scene with the class.*

***(Intrapersonal):** Students will be given time to view their groups scene alone, and a few minutes to jot down their ideas before discussing as a group.*

***(Naturalist):** One of the modern adaptations is The Lion King 2, I would be sure that my naturalist learners would get to work with this nature focused movie.*

***(O)**6.7 Students will be able to reflect on the similarities between the themes in Romeo and Juliet and more modern works. (West Side Story, The Lion King 2, High School Musical, Titanic). **(Self-Knowledge)** (Product): Fakebook page.*

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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Friday	5 1.1 The themes and other literary devices of <i>Romeo and Juliet</i> (W) 1.2 Songs related to the themes. 1.3 5W's (Equip) 1.4 Self/Teacher 1.5 Rubric 1.7 Verb, Vis, Music, Inter, Intra, Natur. Days: 2	10	15
Thursday	4	9 1.1 The setting and social structure (W) 1.2 Question 1.3 Venn Diagram(Equip) 1.4 Self/Teacher/Peer 1.5 Checklist 1.7 Verb, Vis, Kines, Musical, Log, Inter, Intra. Days: 2	14
Wednesday	3 1.1 The history of <i>Romeo and Juliet</i> (W) 1.2 Baz Luhrman scene. 1.3 KWL (Equip) 1.4 Self/Teacher 1.5 Checklist 1.7 Verb, visu, kines, music, inter, intra. Days: 2	8	13
Tuesday	2	7 1.1 Characterization and character importance. (W) 1.2 Songs related to <i>Romeo and Juliet</i> 's relationship. 1.3 Word Web(Equip) 1.4 Self/Teacher/Peer 1.5 Checklist 1.7 Verb, Vis, Musical, Log, Inter, Intra. Days: 2	12
Monday	1 1.1 Characters in <i>Romeo and Juliet</i> (W) 1.2 Question 1.3 Idea rake (Equip) 1.4 Self/Teacher 1.5 Checklist 1.7 Verb, Vis, Kines, Musical	6	11 1.1 Relevance of <i>Romeo and Juliet</i> in modern media. (W) 1.2 Scene from <i>West Side Story</i> . 1.3 Story map 1 (Equip) 1.4 Self/Teacher 1.5 Checklist 1.7 Verb, Vis, Musical, Inter, Intra